Criminal Justice I

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	5987
Prerequisite(s):	*Principles of Law, Corrections and Security*
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the second course in both the *Law Enforcement Services* and the *Legal and Correction Services* programs of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Criminal Justice I is the second course in *Law Enforcement Services* and the *Legal and Correctional Services* programs of study. It serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Current issues will be researched in the context of local, state, and federal laws. Investigative skills will be developed in the areas of drug

use, incident documentation and basic crime scene investigation. Additionally, upon completion of the course, students will understand the importance of communications and professionalism in law enforcement. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the second course in the *Law Enforcement Services* and *Legal and Correction Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections and Security website at http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml.

Course Standards

Communications in Law Enforcement

1) Define communication and explain the differences in verbal and non-verbal communication. Relate the ideas and concepts surrounding communication in the following situations: with a suspect, talking to another police officer, and when communicating with the public. Role-play verbal and non-verbal communication with classmates and family members using law enforcement terminology. (TN CCSS Reading 2, 3, 4)

2) Describe the specific skills required of law enforcement officials in order to effectively communicate with all individuals, including those with limited English proficiency, demonstrating sensitivity to cultural differences and other potential barriers to communication. Research the Americans with Disabilities Act (ADA) guidelines for law enforcement and demonstrate effective communication practices with persons of different ages and characteristics. (TN CCSS Reading 1, 2, 3)

3) Research and explain the protocols for handling a call received by a 911 dispatcher or police call center. Outline the procedure in an informational brochure or public service announcement for community members. Discuss basic law enforcement communication and telecommunication information (such as mobile and hand-held radios, car radios, and mobile data terminals), types of public alerting systems, and methods by which personnel are notified of an emergency. (TN CCSS Reading 2, 3, 4; TN CCSS Writing 4, 9)

4) Compare and contrast communication methods among fire service personnel, emergency service responders, and law enforcement at a simulated emergency scene. Examine protocol for radio communications, communication responsibilities of police officers at the scene, arrival and progress reports, use of tactile channels and evacuation signals, and personnel accountability reports. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 9)

5) Research the Communications Assistance for Law Enforcement Act (CALEA) and debate in an argumentative essay or oral presentation how public and private communications have been affected by increased surveillance activities. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 4, 9)

Contemporary Law Enforcement

6) Articulate important historical events and milestones impacting the evolution of the current law enforcement services systems in the United States. Use a timeline or other graphic to illustrate the major developments, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)

7) Gather information from emails or interviews with local law enforcement personnel, news media, and online and print law enforcement journals to investigate the range of technologies currently used in law enforcement, such as geospatial and crime mapping, body armor, forensics, officer safety and protective technologies, and sensors and surveillance technologies. Summarize how each of these technologies is being used as well as the challenges and limitations of each. (TN CCSS Reading 1, 2, 4, 7; TN CCSS Writing 7, 8, 9)

8) Research the impact that social media (such as Facebook, Twitter, and YouTube) has on law enforcement with an emphasis on the following areas: potential hazards for an officer, "police baiting," crime prevention, and criminal investigation. Draft a policy for protecting the safety of officers or citizens that addresses the issue of First Amendment rights. (TN CCSS Reading 2; TN CCSS Writing 4, 6)

Overview of Courts and the Justice Process

9) Differentiate between and provide examples of constitutional law, case law, statutory law, and administrative law. Develop a comparison chart to draw connections among example laws for each type, relevant legal concepts such as burden of proof and applicable defenses and punishments. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 9)

10) Analyze selected laws and rules listed in the Tennessee Code Annotated. Compare a law and/or rule with similar ones from other states. Explain findings in a written, oral, or digital presentation, citing references and including title of the section, chapter, who or what the code is directed at, code numbers and name of code, when the code was originally written, and when it was last updated. (TN CCSS Reading 4, 6, 8, 9; TN CCSS Writing 6, 9)

11) Analyze transcripts of court cases; identify and explain the roles of the participants at each stage of the trial process, including the defendant's first appearance in court, arraignment, preliminary hearing, grand jury proceedings, motions by lawyers, jury selection, presentation of evidence, and opening and closing remarks. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 8, 9)

12) Develop an organizational chart of all personnel within the court system required to conduct a criminal trial and a civil trial. Summarize the roles and responsibilities for each professional. Using real-time and projected labor market data, identify local and national employment opportunities and determine areas of growth. (TN CCSS Reading 2, 7; TN CCSS Writing 8, 9)

13) Explain the similarities, differences, and interactions among local, county, state, and federal courts systems. Describe how civil, misdemeanor, criminal, and felony cases progress through each court. (TN CCSS Reading 2, 9; TN CCSS Writing 9)

Due Process

14) Describe the elements necessary to conduct a lawful arrest and explain the circumstances that justify arresting an individual without an arrest warrant. Discuss the rights of individuals during the arrest process, especially in relation to the Miranda warning. (TN CCSS Reading 2, 6; TN CCSS Writing 4, 9)

15) Differentiate between reasonable suspicion and probable cause; describe the factors used in determining probable cause. Identify the individual protections provided by the Fourth Amendment and describe in an informative narrative what can be considered a "reasonable expectation of privacy." (TN CCSS Reading 2, 4; TN CCSS Writing 2, 9)

16) Explain what is required for a law enforcement officer to conduct a search; compare and contrast situations in which searches without a warrant are permissible. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 8)

17) Explore the constitutional rights provided to the accused by the Fifth and Sixth Amendments; discuss in groups fact-based scenarios in which an accused person's constitutional rights were violated, including situations involving juveniles, mentally incompetent individuals, and other vulnerable or non-traditional populations. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 8)

Professionalism

18) Define the term professionalism and how it relates to law enforcement personnel. Include in the definition the importance of traits such as integrity, intellect, industry, initiative, and impact and how professionalism is measured. Write an informational article for a local newspaper intended to promote a positive image of law enforcement, using the above criteria and information obtained from textbooks, professional law enforcement magazines, or professional law enforcement-related websites. (TN CCSS Reading 2, 4; TN CCSS Writing 2, 8, 9)

19) Research news media, professional print and online sources, such as the Federal Bureau of Investigation (FBI) website, for articles surrounding the public image of law enforcement. Review at least three articles on the following topics: general image of law enforcement personnel, public perceptions of the outcomes of policing, and how to improve the public perception of law enforcement. Develop a Public Service Announcement or digital presentation that shares a specific challenge and potential solutions. (TN CCSS Reading 1, 2, 9; TN CCSS Writing 6, 9)

20) Debate the logic surrounding the following statement on law enforcement professionalism from the *Building Trust Between the Police and the Citizens They Serve* guide, produced by the International Association of Chiefs of Police: "Crime can be reduced when community trust in law enforcement increases. That can be affected by the manner in which law enforcement professionals treat their citizens. Police departments should never tolerate excessive force or discrimination in any form." Cite studies and court rulings surrounding the issue of law enforcement's use of force. (TN CCSS Reading 1, 2, 9; TN CCSS Writing 1, 4, 9)

21) Successfully perform American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support and first aid skills. (TN CCSS Reading 3)

Crimes and Crime Scenes

22) Conduct a short research project using public crime statistics at the local, city, or county level. Drawing on the FBI Uniform Crime Reporting's National Crime Victimization Survey, in combination with state and local crime data, identify the prevalence of crimes related to drugs, motor vehicles, computers, and theft. Compare the retrieved data with corresponding figures at the national level; illustrate trends and other major findings in a digital presentation. (TN CCSS Reading 2, 4, 7, 9; TN CCSS Writing 7, 8, 9)

23) Using the U.S. Department of Justice Drug Enforcement Administration guide and other professional law enforcement databases, research and develop a handbook for law enforcement on illegal substances that outlines the following:
    a. Explanation of the Controlled Substance Act
    b. U.S. chemical control standards
    c. Drug classes
    d. Physical vs. psychological dependence
    e. Common, chemical, and/or street name of each substance
    f. Origin of substance
    g. Appearance
    h. How it is abused
    i. Effects on body and mind
    j. Signs of overdose
    k. Legal status in the U.S.
    l. Procedures that should be followed when encountering an abuser
   (TN CCSS Reading 2, 3, 4, 9; TN CCSS Writing 2, 4, 8)

24) Describe the components of a police incident report and explain how it is used as a legal document. Given a scenario concerning a law enforcement incident, prepare a police report using correct terminology. For example, prepare the report for a motor vehicle accident or a robbery within a department store. (TN CCSS Reading 3, 4, 6, 7; TN CCSS Writing 4, 9)

25) Describe tactics and tools used by police during a criminal investigation (e.g., interrogations, witness interviews, line-ups, collection of physical and DNA evidence, document research, polygraph examinations). Select one investigative tool to explore in depth and write an informative narrative describing the role of the tool in the eventual outcome of a particular case. (TN CCSS Reading 4, 7; TN CCSS Writing 2, 8, 9)

Standards Alignment Notes

*References to other standards include:
- TN CCSS Reading: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
    o Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.

- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
    - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning]()
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- *Building Trust Between the Police and the Citizens They Serve*. (2007). Retrieved from U.S. Department of Justice, Office of Community Oriented Policing Services: http://www.theiacp.org/portals/0/pdfs/buildingtrust.pdf